

## **Executive Committee Meeting**

Monday, June 1, 2026 3:15 PM

Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021

1. **Call to Order**
2. **Meeting Minutes Review**
3. **Legislative Update**
4. **2026-2027 Board Meeting Schedule**
5. **Strategic Plan Feedback Summary**
6. **Adjourn**



## **Minutes of Executive Committee Meeting Minnesota State Academies Board**

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An Executive Committee Meeting of the Minnesota State Academies Board was held Monday, March 16, 2026, beginning at 3:15 PM in the Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021.

**Present:** Chair Annette Freiheit, Katie Wangberg, Sara Pratt, Superintendent Terry Wilding

### **Call to Order**

Called to order at 3:15

### **Meeting Minutes Review**

No changes.

### **Enrollment Study Request**

Chair Freiheit shared that MSAD Site Council Representative Sonny Wasilowski had requested consideration of an enrollment study, referencing a recent study conducted by Northfield Public Schools. Superintendent Wilding will research potential costs.

The group discussed whether a formal study would provide useful or new information, noting MSA's unique role as a state agency, known barriers to enrollment (including IDEA, LRE, and distance), and limitations in available statewide data on Deaf, Hard of Hearing, DeafBlind, and Blind/Visually Impaired students. Members also discussed perceptions about MSA's recruitment efforts, the value of comparing statistics against other state schools, and the importance of focusing on student retention. Superintendent Wilding noted improved referral numbers in recent years, citing the new Outreach department's efforts.

The group agreed enrollment efforts would be best addressed through the strategic planning process.

Decision: referred to the Strategic Plan Steering Team for consideration as part of enrollment-related action steps.

### **Upcoming Cognia Accreditation Visit**

Superintendent Wilding reported that Cognia will conduct onsite and virtual visits as part of the accreditation process, and they have requested time with Board members. Superintendent Wilding recommended scheduling a 30-45 minute meeting with the Executive Committee on Tuesday, April 28. Members indicated availability on that day, preferably before 2:00 p.m. and outside of 11:00 a.m. – 1:00 p.m.

It was noted this will not be a formal Board meeting and no Board business will be conducted, so the meeting will not be publicly posted.

**Strategic Plan**

Superintendent Wilding reported that she will be meeting with Dr. Webb to finalize logistics for the April 1 Steering Team meeting. Twenty-one stakeholders have confirmed participation, with a few additional representatives still being sought from specific stakeholder groups.

**Adjourn**

Adjourned at 3:45 pm.

## Board Meetings/Board Committee Meetings for July 2026-June 2027

*Draft for consideration*

### 1) Board retreats –

- **1 Retreat:** October, during MSAB homecoming week

### 2) Board meetings –

10 meetings

**Agenda:** Chair of the Board and Superintendent

**Minutes:** Superintendent's Executive Aide

On Wednesdays of selected months (6:00 PM September – October and April – June;  
1:00 PM November – March)

- August 19
- September 16
- October (adjacent to retreat)
- November 18
- December 16
- January – no meeting, MSBA Conference January 14-15
- February 10
- March 17
- April 14
- May 12
- June 23 (Superintendent Evaluation/Organizational Meeting/Election of Officers)

### 3) Site Council Meetings –

9 meetings each campus (18 meetings in total)

**Membership:** Defined in each Site Council's bylaws

**Chairs:** As elected for each Site Council

**Agenda:** Directors and Chairs of Site Councils

**Minutes:** Director's Administrative Assistant

Wednesday/Thursday of 1<sup>st</sup> full week (M-F) of each month - 2:00 to 4:00 p.m.

- Joint Site Council – September 9 (Open Meeting Law refresher training)
- MSAD – October 7
- MSAB – October 8
- MSAD – November 4
- MSAB – November 5
- MSAD – December 9
- MSAB – December 10
- Joint Site Council - January 6
- MSAD – February 3
- MSAB – February 4
- MSAD – March 3
- MSAB – March 4
- MSAD – April 7
- MSAB – April 8
- MSAD – May 5 (election of officers for 2027-2028)
- MSAB – May 6 (election of officers for 2027-2028)

**4) Executive Committee Meetings –**

5 meetings (and special meetings as needed throughout the year)

**Membership:** Chair, Vice-Chair, Officer of Business Affairs, and Superintendent

**Chair:** Chair of the Board

**Agenda:** Chair of the Board and Superintendent

**Minutes:** Superintendent's Executive Aide

Selected Dates – (time TBD)

- August 10 (determine school goals)
- October 12
- January 12
- March 1
- June 8 (Plan for Summer Retreat, Meeting schedule, etc.)

**5) Finance Committee Meetings –**

4 meetings (and special meetings as needed throughout the year)

**Membership:** Director of Fiscal Services, Superintendent, two board members, one MSA Administrator

\*Financial reports will continue to be sent for every board meeting.

**Chair:** Director of Fiscal Services

**Agenda:** Director of Fiscal Services and Officer of Business Affairs

**Minutes:** MSA Administrator's Administrative Assistant

Selected Dates – (time TBD)

- September 21
- January 11
- April 5
- June 14 – (Final review of 2027-2028 budget for Board approval)

**6) Policy Committee Meetings –**

10 meetings

**Membership:** Two Board Members; Superintendent; Director of Human Resources; two MSA Administrators

**Chair:** Superintendent

**Agenda:** Superintendent

**Minutes:** MSA Administrator's Administrative Assistant

Selected Dates (two weeks prior to each Board meeting) – (time TBD)

- August 3
- September 1
- October 5
- November 2
- November 30
- January 25
- March 1

- March 29
- April 26
- June 7 (Annual policies and student handbook)

#### 7) **School Operations Committee –**

3 meetings (and special meetings as needed throughout the school year)

**Membership (4):** 2 Board Members, Superintendent, MSAB Director, MSAD Director, MSA Student Life Director

**Ex-Officio Members:** Two teacher representatives – one from each campus – will be invited to participate in school calendar development

**Chair:** One of the Board Members

**Agenda:** Chair of the School Operations Committee and Superintendent

**Minutes:** Superintendent's Executive Aide

Selected Dates – 3:15 – 4:15 p.m.

- December 7 – Review feedback from stakeholders re: school calendar – discuss components of draft calendar.
- January 4 – Review draft calendar and feedback from stakeholders. Recommend changes to draft & determine if additional information is needed.
- January 26 – Finalize calendar draft for board approval

- [The MSAD Site Council] discussed and developed recommendations for the 2026–2027 school year to strengthen shared governance, communication, transparency, and collaboration between the Site Councils and the MSA Board in alignment with Minnesota Statute 125A.62 and the newly adopted Site Council bylaws.
- All members were in favor of scheduling Site Council meetings one week prior to School Board meetings rather than following the current schedule. The goal is to improve communication and collaboration between both groups.
- We also recommended assigning one Site Council representative from each campus to participate in each of the School Board’s four committees: Finance, Policy, Operations, and Executive. This would allow Site Council members to provide input and feedback while increasing transparency between the Site Council and the School Board by serving as ex-officio, advisory, or stakeholder representatives.
- Additionally, the MSAD Site Council recommends that any new action items, proposals, or initiatives developed by the MSA Board be routed through the Site Councils for review, discussion, and stakeholder feedback whenever possible before final decisions are made. This includes legislative priorities, budgeting decisions, committee reports, policy changes, operational recommendations, and other major governance matters impacting students, staff, families, and programs.
- We also recommended beginning regular Site Council meetings in August instead of September to better align with the MSA School Board schedule and allow us to start the school year strong.
- Finally, we recommended scheduling certain agenda items throughout the year such as open meeting law refreshers, student-parent handbook reviews, and board interviews as special meetings. This would allow regular Site Council meetings to remain focused on primary agenda items and use meeting time more effectively.

## Strategic Plan Draft – Input

### 1. What part of our proposed mission statement do you like?

- empowering students
- MSA empowers students through accessible, inclusive, and language-rich education to maximize their potential, preparing them to thrive in school and life.  
MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.
- Preparing them to thrive
- inclusive- we do "everything" and make it accessible all around.
- I like using the word empowers , accessible
- Provides statewide resources and professional expertise... Empowers is a nice terminology...
- Empowers students
- It's short and sweet, not too complex (not too many words)!
- Empowering students to maximize their potential and preparing them to thrive.
- All of it
- The proposed sounds much better than the current overall.
- I like the word "empowers" as used in the proposed mission statement.
- Liked the old one (student-centered educational program)
- The first statement sounds like you guys are focused on each student as a whole and individually.
- I like the focus and commitment to our students and their futures. I also like the second sentence about providing statewide resources - I see MSA being the premier leader for DHH/BVI education.
- it is a good start
- I like the word "empower"
- Like the addition to our mission statement to prepare students for life beyond MSA.
- accessible, inclusive, and language-rich education
- Accessible & inclusive
- all of it
- I like the addition of the "school and life".
- MSA provides a rigorous, student-centered educational program in a fully accessible, language-rich environment to maximize each student's full potential.
- I really like the new mission statement! I like the addition of the work inclusive. I like the addition of "preparing them to thrive in school and life" because it shows the full scope that an education at MSA can provide.
- I like how you use words like Accessible and Inclusive- those matter a lot.
- I find the proposed mission statement to be problematic.
- I like that it is well thought and includes a variety of very important issues
- accessible, inclusive, and language rich education. This part shows that we care about our foundation.
- I like how it showcases empowerment to the students.
- I like that it does not guarantee everything will immediately be fully accessible to every student. I will use an example to explain my support for this change: if Student 1 needs to self-soothe in a way that Student 2 finds distressing the environment may become inaccessible to Student 2.  
I also like that the focus shifts from maximizing potential to being prepared to thrive in school and life. Although these 2 ideas sound similar, the proposed statement is more focused on student needs rather than school/society expectations to "maximize potential"
- "rigorous, student-centered educational program in a fully accessible, language-rich environment "
- Inclusiveness
- I like the word "empowers" and "inclusive".

- Accessible and inclusive
- It is now simplified language, less wordy while maintaining our message. It also encapsulates the transition program and work study, which help our students in their future lives.
- Accessible, inclusive, and language-rich.
- I like the strong focus on empowering students and preparing them to thrive in school and life. The emphasis on accessible, inclusive, and language-rich education clearly reflects MSA's values and commitment to meeting students where they are. I also appreciate that the mission highlights MSA's statewide reach and its role in providing resources and professional expertise, which reinforces credibility and broad impact across Minnesota.
- The inclusive reference
- MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.
- I like how softer it is, it feels more caring.
- I like this proposed statement.
- empowering students

2. What part of our proposed mission statement does not work as well as it could?

- I would like to see increased offerings to our community and state
- Is this our goal? Or is it a reflection of where we are currently? If it's our goal, is this something we realistically can achieve?
- can feel generic or vague.
- Preparing the kids to thrive
- professional expertise- feels more institutionalized mentality. Want to sound more school than a hospital.
- language-rich..  
and I like the current mission using student-centered
- Language rich environment is vague and misleading. ASL should be emphasized somewhere. Bilingual philosophy? Also, lack of hands on or tech skills so students can evolve with the fast changing world.
- I like it all
- It's fine as is
- I prefer the wording of the current mission statement which uses the word environment vs. education - environment alludes to more than education (such as dorms, athletics, arts). Also, "maximize their potential" does not seem as strong as "maximize each student's full potential".
- provides a rigorous, student-centered educational program, nothing wrong with focusing on education
- It sounds too serious
- language-rich is a little vague.... could it be ASL or visual communication?
- "maximize potential" I think preparing to thrive in school is life is stronger and "maximize potential" may not be needed.
- I prefer the proposed statement over the current one.
- preparing them to thrive in school and life- that is a goal but only if some of them may not thrive but with a word to empower them in hope they will success
- can do better at end
- You really could just say "in life" as school is part of life, and we don't want to talk about school as not being part of a real world.
- I am worried that it gives the families/others a misconception about professional expertise. We do not have an ASL specialist or SLPs, right now.
- I find the proposed mission statement feels inauthentic and doesn't accurately reflect MSA's actual practices.
- maximize their potential. While its a great sentence, but almost every educational settings, that phrase is used pretty often. Maybe be more specific on what potential we want to maximize?

- I think its fine
- It's great. I like it.
- 1st statement reads a little awkward.
- The mission currently reads like two separate statements—one focused on students and one focused on organizational support—rather than a single, unified purpose. The second sentence, while important, feels more descriptive than inspiring and could better connect back to student outcomes. Additionally, the overall length may make it harder for stakeholders to easily remember or repeat the mission.
- Looks good but could add empowering them to find their voice, break barriers, and shape their futures through an accessible, inclusive, and language-rich education.
- I am not sure about "partners"- a bit unclear. What about including the word "community"?
- While many of our staff are very good at what they do, I would not use the word "expertise"

3. What ideas can you brainstorm to make our proposed mission statement even better?

- MSA creates language-rich learning environments where students build communication, connection, and the skills to succeed in school and life.  
MSA empowers students through accessible, inclusive, and language-rich education while providing statewide leadership, resources, and expertise that support families, educators, and learning communities across Minnesota.
- Maybe the teachers could actually teach stuff sometimes.
- include wide range from education to theatrical play to sports to after school clubs.
- "ASL-rich environment" 24/7 at school and dorm  
"immersive signing environment"  
"students learn, live, and communicate"  
"direct access to language"  
"daily interaction with signing peers and staff"  
That's our uniqueness or niche (that many DHH students don't have at home or deaf charter schools)
- Could the proposed mission statement be revised to use the word environment and also keep the wording about maximizing each student's full potential (calling attention to us seeing each student as individual).
- Add independence and community living to the first statement of proposed mission statement since we are residential school
- Move "to thrive in school and life" to the beginning, so it would read: MSA empowers students to thrive in school in life, through...
- Could we add "experiences" after education in the first line? "MSA empowers students through accessible, inclusive, and language-rich education and experiences..."
- Empower is a good word. Parents/caregivers will also to be encouraged to empower their children to thrive that part is a challenge.
- I think should tweak little more on word at end of educational programs in Minnesota. Sometime our neighbor states ask us for help as well. Maybe add some word like Minnesota and its neighbors? something like that.
- I would make it shorter. Accessible automatically includes being inclusive, you can't access if you are not included. I don't know why "language-rich" is such a big focus either. --MSA empowers students through inclusive education to maximize their potential, preparing them to thrive in life.
- I strongly recommend using Collaborative Word. Teacher, Admin, Service Provider, Psychologist, MHT, all work together for our students. I'd suggest reconsidering the proposed mission statement (the 2nd part) to this:  
"MSA provides statewide resources and collaborative support to families, partners, and educational programs across Minnesota"
- Be honest; we promise to do better. We want to partner with families and others to be the best MSA can be.

- high focus on academic focus and standard. I believe each child with whatever different ability can learn
- instead of using the term Maximize the potential. replace with something more meaningful.
- What does professional expertise mean in this context? It is not clear.
- Edit the 1st statement to make the grammar less awkward. Something like "With an accessible, inclusive, and language-rich education to maximize their potential, MSA empowers students to thrive in school and in life." or "MSA empowers students through AN accessible, inclusive, and language-rich education to maximize their potential, preparing them to thrive in school and life."
- One idea is to integrate the two sentences into a single, cohesive mission that clearly links statewide resources and expertise directly to student success. Tightening the language could improve clarity and memorability while maintaining meaning. Another option is to keep a concise, aspirational mission statement supported by a brief secondary statement that explains how MSA delivers on that mission. Maybe a proposed Mission statement would be: MSA empowers students to thrive in school and life through accessible, inclusive, language-rich education, supported by statewide resources and professional expertise for families, partners, and educational programs across Minnesota.
- MSA champions Deaf and Hard of Hearing students—empowering them to find their voice, break barriers, and shape their futures through an accessible, inclusive, and language-rich education.  
Through strong partnerships, MSA serves as a statewide leader, providing resources and professional expertise that uplift families, educators, and programs across Minnesota.
- Just a little bit tweaking on the second part
- dedicated staff, tenured staff, keep student centered education, maximize student's full potential

4. What part of our proposed vision statement do you like?

- concise
- MSA empowers every student to achieve, care, and thrive.
- Same as last answer
- empower---- gives out the messages that we as a school, provide them with options to decide their path.
- short and to the point
- I still like the original
- Thrive
- simple
- the words "thrive"
- Nice and simple
- Achieve, care, and thrive
- I like the word "empowers" but have you considered using the word "encourages" or "inspires".
- It truly is in a world changing all the time.
- I love the proposed vision statement - short and to the point!
- empowers every student to achieve, care, and thrive
- I like achieve, care, thrive
- Shorter and to the point.
- Simple
- Empowering students.
- MSA empowers every student to achieve, care, and thrive.
- Achieve, Care and Thrive..
- None.
- I like proposed mission statement
- Simpler, I like it
- Not sure if I like omitting the last part.

- All
- It is brief and to the point.
- That it is shorter
- It's less wordy.
- Continuing the ACT theme.
- I like that the statement is concise, memorable, and student-centered. The focus on "every student" reinforces inclusivity and equity, while the words achieve, care, and thrive capture both academic success and whole-student well-being. The simplicity makes it easy for stakeholders to understand, remember, and align with.
- I like how short and sweet it is
- I agree with this statement.
- keeping the A C T

5. What part of our proposed vision statement does not work as well as it could?

- empowering to thrive also mentioned in mission statement
- Achieve, care, and thrive are vague words that are open to interpretation. I understand that our students represent a spectrum, but more concrete language feels appropriate for a school mission.
- Care about what?  
Care for others?  
Feel cared for?  
Demonstrate compassion?
- like4 it
- "ever changing" could be "fast changing" to fit the rapid influx of information and social media brings in today's era  
"care" in achieve, care, thrive is still vague and broad. Why not use "contribute", or "connect"
- needs something more, doesn't feel complete
- Empowers - it's already in the mission statement so would be good to use a different word.
- The proposed statement seems to vague.
- it is a little too broad especially it can apply to other schools
- I think we should keep the "in an ever changing world". That is a skillset that students really do need-to adapt, change, face new situations.
- Like it better than the current one.
- Is it too simple??
- Achieve and thrive mean the same thing. Care is so vague as to be meaningless.
- it looks almost same..
- I'm curious about the specifics: What does "achieve" refer to? What does "care" encompass? And in what ways does "thrive" manifest?
- It seems too simple. The world IS constantly changing and we should continue to evolve.
- I dislike that the part about the world changing was removed. I know that to some folks that part is implied and to many, especially staff at MSA, change is something people often resist. Therefore, stating that the world is changing and therefore students must be taught/prepared to be flexible is important to include.
- Cannot think of any. I like it.
- It lacks context. In what way will they thrive? Care for whom?
- Feels awkwardly brief/blunt.
- While the statement is strong and aspirational, it is very broad and does not clearly communicate what makes MSA unique or how its impact is distinct from other educational organizations.
- I like it as is
- very short and brief

6. What ideas can you brainstorm to make our proposed vision statement even better?

- I don't know. This is something that requires brainstorming and discussion with others and is hard to do solo.
- MSA empowers every student to communicate, connect, and thrive.  
Every student valued, connected, and thriving.  
MSA empowers every student to belong, achieve, and thrive.  
A world where every learner has access, opportunity, and connection.  
Empowered learners. Meaningful connections. Lifelong success.
- not only empower, support in different levels such as educational support, emotional support, etc.
- MSA empowers every student to achieve, care, and thrive in their everyday lives.
- I think we should keep the words "in an ever-changing world". The world is ever-changing so why would we not include this? Possibly consider adding the idea that MSA encourages or inspires students.
- add this statement after thrive in a supportive residential community that fosters language, identity, and independence
- Keep the original one.
- A vision statement should be focused on what the students should be, not on what MSA is doing for them. --MSA students will leave school prepared to thrive as valuable members of their community.
- "MSA empowers every student to achieve, care, and thrive through accessible, inclusive, and language-rich education."
- I think the core values of "achieve, care, and thrive" are good, but the vision statement could be strengthened by emphasizing self-sufficiency and economic contribution.
- And thrive in \_\_\_\_\_  
an ever-changing world  
an evolving world/society  
a dynamic world/society
- Well to be honest these mission statements always sound great but in reality I think we fail some of these students by treating them as if they can't do more, or don't push them because they may become upset even when we know their learning ability is more
- "MSA empowers every student to achieve, care, and thrive in all walks of life."
- One idea is to slightly expand the statement to reflect MSA's unique focus or approach while preserving its clarity and simplicity. Adding a small amount of specificity could strengthen alignment and differentiation.  
Example refinement:  
MSA empowers every student to achieve, care, and thrive through inclusive, student-centered education.
- in a world marked by ongoing change and growth
- I like it
- Maybe add in what areas MSA will empower students? As a student, or as a citizen, or as a community member?
- elaborate how you will empower the student to A C T

7. What part of our proposed Core Values statement do you like?

- i like the mention of life skills
- content and sentiment
- Accessibility & Language Equity
- belonging and identity. Feel that is the "CORE" before anything else. Hard to thrive when one does not know themselves.
- families
- I like them all...
- Prioritizes student learning
- Love putting it in core values...makes it stick out and easy to read

- I like all 5 core values.
- Good
- 5. ....'valued collaborators' is a strong statement. Definitely keep this to unite all those who are supporting student success.
- The students are first, then the rest follow, but in an important way that emphasizes everything we offer.
- I like all of them and feel they reflect the organization but also gives the organization guidance to live by.
- accessibility and language equity
- I like all of them!
- All of it
- all
- Involving families & community
- I think that is a good list.
- I like all.
- None.
- I think family and community partnership should be higher on the list
- overall these seem pretty good
- I like all of them.
- All are great values statements
- I actually like them all especially number 1 and 2.
- All of it.
- I like that the Core Values are clear, comprehensive, and strongly aligned to MSA's mission and daily decision-making. The emphasis on student-centered excellence keeps students at the heart of every choice.
- Family belonging and identity
- I like how it is student centered
- I agree
- student centered

8. What part of our proposed Core Values statement does not work as well as it could?

- increase focus/language on students with severe needs
- Collaboration & Statewide Impact and Family & Community Partnership could improve collaboration and statewide impact. This would work in the school district and billing purpose.... but to parents and students- mixed message making it feel like applying for service at the hospital?
- I like it, nothing I don't like
- 4. ...."statewide stakeholders" is rather cumbersome - is there a better way to describe this sector?
- I think they do work.
- Accessibility practices could be listed in alphabetical order to read better: Assistive technology, ASL, Braille, and inclusive practices
- It should be reordered, starting at the student and moving outward. Student Centered, Belonging, Accessibility, Family and Community, Statewide impact.
- some of those- we don't practice it.. or not seeing it happens on campus or in school.. We need to be careful with it..  
Maybe consider doing 4 core values instead 5..  
#4 and #5 are little overlap- can combine
- The core values feel overly general and lack authenticity.
- Dislike the use of "full" as it is rarely achieved and achieving it for 1 student sometimes precludes another student
- Include full access to English language too
- Some of the descriptions are lengthy and overlap in theme, which may make them harder to recall or apply consistently in practice. There is also some redundancy between Collaboration

& Statewide Impact and Family & Community Partnership. Additionally, the values may benefit from more plain-language phrasing to ensure they are easily understood and embraced by all stakeholders, including students and families.

- Sometimes it feels like we put too much value in community and alumni input
- community partnership and focusing on alumni as much as it does

9. What ideas can you brainstorm to make our proposed Core Values statement even better?

- Collaboration & Statewide Leadership  
We work together across campuses and communities to expand access, share expertise, and strengthen outcomes throughout Minnesota.

Family & Community Partnership

We build meaningful partnerships with families, alumni, educators, and communities to support student success.

- adventure- elaborate on opportunity to do things that they might not do later in life. International Study trip, Academic Bowl Trips, Robotic Trips, sporting events, etc.
- Consider describing stakeholders as impactful or influential?
- I would put #5 Family & Community Partnership as #4 and #4 Collaboration & Statewide Impact as #5. I feel this reordering reflects our priorities as an organization.

- 1. Student-Centered Excellence  
Every decision prioritize student learning, growth, independence, and well-being across academics, social development, and life skills.

2. Accessibility & Language Equity

Fully accessible through ASL, Braille, assistive technology, and inclusive practices ensures every student can fully participate and succeed.

3. Belonging & Identity

We honor culture, identity, and diverse lived experiences by fostering an inclusive environment where all students feel valued and engaged.

4. Collaboration & Community Partnership

We collaborate with families, districts, and statewide partners to expand access, share knowledge, and support student success.

- Be honest. Promise to do better, acknowledge shortcomings.
- remove "full"  
some statements start with "we" and are actions the agency is taking while others are more passive. Aligning all the points to be actions would improve continuity
- Another option is to clearly distinguish values that focus on how we serve students versus how we work together as an organization. You could also consider adding a short, consistent lead-in phrase (e.g., "We believe..." or "We commit to...") for each value to strengthen cohesion and reinforce shared ownership across MSA.
- focus more on collaboration between the two campuses

10. What part of Goal#1 do you like?

- aligned systems, data-driven practices
- Looks fine to me
- very clear plan
- Accessible
- I like how it focuses on academic expectations.
- Focus on students and what needs to be done to support their learning and growth
- looks solid and looks important
- MSA will deliver rigorous, accessible, and culturally responsive instruction

- fits well with MTSS objectives
- Its a good goal.
- culturally responsive is KEY!!
- I love goal # 1 I think covid very much hindered and set behind our student. learning online is not effective for deaf/blind kids
- It seems to be comprehensive of the feedback that was provided during the session I participated in
- There is a severe shortage of teacher expertise and that affects us all. The goal gives students more opportunities to grow.
- "rigorous, accessible, and culturally responsive instruction supported by aligned systems, clear communication"
- I like how it shows we want every student to grow and become independent.
- All of it.
- clearly centers on academic excellence and measurable student outcomes, which reinforces MSA's core purpose and mission.
- I appreciate that this goal keeps the focus clearly on student success and outcomes, not just programming. It emphasizes helping students grow academically while also building the skills they need for independence and life beyond school.
- focus on the students

11. What part of Goal#1 does not work as well as it could?

- All of it. The goal talks about accessible and culturally responsive instruction, yet none of the action strategies address this. Full accessibility is not just an interpreter, things in Braille, and a couple of lifts.
- too inspirational and vague
- To ensure student growth and excellence needs vocational skills behind it as most of students graduating lately does not qualify for college
- Rigorous
- I like it
- It's fine as is
- pretty lofty goal and wordy
- clear communication such as Bilingual ASL and English or Visual language access?
- aligned systems lands as the system is more important than the people, which I don't think is the intent.  
What about adding something like "with quality instruction"
- rigorous- it give a negative feeling. I'd suggest to reconsider that word- maybe replace with high-quality or challenging and accessible..
- I have concerns about the plan's authenticity and lack confidence in MSA's instructional leadership. Specifically, classrooms appear to lack critical mass education.
- The details of how staff and admin will be held accountable to these goals and action steps are lacking. This detail may have been excluded because it is included in internal policies. However, the internal policies would have to be enforced by all admin for that to be an effective strategy.
- Curriculum, Instruction, and Standards should already be aligned as it is part of the State requirements to function as a school.
- broad for initial implementation, with many action strategies competing for attention at once. Without clear sequencing or early priorities, there is a risk of spreading resources too thin in the first year. Additionally, the goal could benefit from more explicit clarity around how success will be measured, particularly in the early phases of implementation.
- the goal could better highlight life and career readiness, not just academics, to reflect the full picture of student success.

12. Which action strategies under Goal #1 would you prioritize for year 1?

Answer Choices	Responses	
<b>1.1 Align Curriculum, Instruction, and Standards</b>	<b>25.00%</b>	<b>9</b>
<b>1.2 Strengthen Staff Expertise and Professional Learning</b>	<b>13.89%</b>	<b>5</b>
1.3 Implement a Multi-Tiered System of Supports (MTSS)	5.56%	2
<b>1.4 Strengthen Behavioral, Mental Health, and Student Life Supports</b>	<b>22.22%</b>	<b>8</b>
1.5 Expand Course Offerings and Student Pathways	5.56%	2
1.6 Strengthen Data, Assessment, and Accountability Systems	2.78%	1
<b>1.7 Position Academic Excellence as the Driver of Enrollment and Growth</b>	<b>22.22%</b>	<b>8</b>
1.8 Strengthen Internal Communication for Instructional Alignment	2.78%	1

13. What part of Goal#2 do you like?

- statewide outreach, visibility
- the intentional connection between statewide reach, structured communication systems, and inclusive, accessible partnerships.
- engagement--- need more of this. Many out there not knowing or have information of our school.
- Outreach
- again, clear and concise
- Communication transparency
- Like all of it
- Looks clear
- I like most of it.
- accessible, inclusive engagements with families & districts (key to collaboration and partnerships statewide)
- Continuing the statewide work
- I think a focus on partnerships outside the school is important.
- i like the statewide outreach..
- its precise
- the consistent mention of communication in all goal areas
- Expanding outreach. There's only one consultant for the whole state. Needs more people.
- All of it is good.
- All of it.
- The focus on outreach, partnerships, and communication reflects a strong commitment to serving families, districts, and stakeholders across Minnesota.
- I like that this goal focuses on increasing awareness and access across the state, which is critical for ensuring Deaf and Hard of Hearing students and families know what supports are available.
- Visibility

14. What part of Goal#2 does not work as well as it could?

- engagement used twice; expand engagement through engagement
- It is broad and unclear (visibility to whom? for what purpose?). It can sound passive or surface-level (being seen vs. doing something meaningful). It isn't clearly connected to a specific outcome.
- like it
- I would remove systems so that it reads "through coordinated communication..."  
I would also change the second "engagement" to "...inclusive connections with families..."

- coordinated communication system is heavy jargon or unclear to families..  
suggestion: less jargon and less PR tone
- Prioritize enrollment, focusing on creating a critical mass of educational opportunities both in the classroom and through after-school activities.
- an addition/change to 2.4 action strategies could be: Implement a consistent accessible social media strategy. I propose this because there are often items posted on social media that are images with a lot of text in them that aren't captioned or alt texted in a way that aligns with best practice (lots of universities have great guides for this).
- May feel ambitious for early implementation without clear sequencing
- It would be stronger with clearer metrics, defined target audiences, and a clearer connection to student impact.
- More details needed
- need a better outreach program

15. Which action strategies under Goal #2 would you prioritize for year 1?

Answer Choices	Responses	
<b>1.1 Expand Statewide Outreach and Access to Services</b>	<b>23.53%</b>	<b>8</b>
<b>1.2 Strengthen Educational Programming as the Foundation for Outreach</b>	<b>29.41%</b>	<b>10</b>
1.3 Launch a Family and Stakeholder Engagement Framework	5.88%	2
<b>1.4 Increase Visibility and Public Awareness</b>	<b>17.65%</b>	<b>6</b>
1.5 Strengthen Partnerships and Statewide Relationships	8.82%	3
1.6 Establish a Comprehensive External Communication System	8.82%	3
1.7 Measure and Improve Communication Effectiveness	5.88%	2

16. What part of Goal#3 do you like?

- accountability, collaboration
- culture
- the whole thing.
- collaboration... campus to be one, not divided
- Looks fine to me
- very clear and concise
- Accountability
- clear expectations and strong communications for staff well being.
- Collaboration
- accountability  
aligned workforce through clear expectations
- Like all of it
- I like structures that support accountability, collaboration, and staff well-being.
- I like most of it
- Specifying a focus on accountability and staff well-being
- accountability
- "structures that support" it is important to build capacity in the staff you have
- it focuses on staff
- definitely need that
- This seems like a good set of potential actions for this goal. I appreciate the use of the the word "equitable" as other words may not be appropriate
- Expectations and accountability, basically keeping people accountable and consistent instead of flaking.
- All

- The goal appropriately balances expectations for accountability with support for professional growth and well-being. Emphasizing onboarding, training, leadership, and communication demonstrates a commitment to creating consistent systems that help staff succeed and remain engaged over time.
- I like that it prioritizes strong, consistent staff and connects directly to student success

17. What part of Goal#3 does not work as well as it could?

- add social work, counseling, art, and music instruction back to MSAB!
- High-performing, aligned workforce -- focuses on the outcome without clearly describing the behaviors or systems
- None i like the way it is clear.
- structures- many do not know or understand their roles.
- can set this goal, but will it happen
- None it's good
- I would change aligned workforce to "cohesive staff"  
I would also take out the word systems after communication
- high-performing sounds like business alike tone..how about thriving workforce, or strong and supported workforce
- I lack confidence in the MSA Board and Superintendent. MSA urgently needs new leadership, board members, and structural changes.
- to be honest staff accountability is not enforced evenly
- The use of "aligned" in the goal is not very clear. Aligned with what? "Cooperative" might be a better word.
- The goal could also benefit from clearer indicators of what success looks like in the first year.
- It would be stronger with clearer support for staff, defined retention strategies, and measurable expectations—especially around Deaf/HOH expertise.
- More details under the goal
- there needs to be a lot more accountability for all staff in all departments

18. Which action strategies under Goal #3 would you prioritize for year 1?

Answer Choices	Responses	
<b>1.1 Strengthen Onboarding and Staff Training Systems</b>	<b>11.76%</b>	<b>4</b>
<b>1.2 Establish Clear Expectations, Accountability, and Staff Consistency</b>	<b>55.88%</b>	<b>19</b>
<b>1.3 Deepen Professional Learning and Ongoing Support</b>	<b>11.76%</b>	<b>4</b>
1.4 Support Staff Well-Being and Sustainable Work Systems	2.94%	1
<b>1.5 Strengthen Instructional Leadership and Monitoring Systems</b>	<b>11.76%</b>	<b>4</b>
1.6 Implement a Unified Internal Communication System	5.88%	2

19. What part of Goal#4 do you like?

- safety as a priority
- clear communication systems that enhance safety
- reliable technology--- it's the future and we need/ must stay on top of it.
- Looks fine to me
- clear and to the point
- Reliable technology
- Infrastructure focus
- It focuses on facility needs

- I like that outcomes of 'safety, learning, daily operations' seem to align with what is ensured 'safe, accessible, modern environments' and the things that support them ' strong infrastructure, reliable technology, clear communication systems.
- Like all of it
- strong infrastructure, reliable technology, and clear communication systems that enhance safety, learning, and daily operations
- I like most of it
- Nods to safe and accessible environments
- The various ways to address current deficits are distributed to various groups of staff
- clear communication systems.
- All
- All of it.
- The focus on campus safety, accessibility, technology infrastructure, and sustainability demonstrates a comprehensive approach to supporting students, staff, and families.
- Unclear- only can see the title "Safe, Modern, and Accessible Facilities" without any other details

20. What part of Goal#4 does not work as well as it could?

- "Modern environments" sounds positive but vague - It doesn't clearly define what "modern" looks like in practice for MSA.
- How can we advertise this when we are lacking in this area.
- What is meant by "modern environment" in very old historic buildings?
- Technology is over rated. Less technology usage please. I learned all from books and it was awesome!
- It is totally dependent on budget and staffing, we can plan all day long but if we aren't given funding we are wasting our time.
- I'm not sure that "communication systems" is needed here. Infrastructure and technology are specific, but the communication is general. Is there a way to specify what's meant?
- Reliable technology...
- modern environment?? it can be easily confused.. it could be about buildings, or designs.. since we have oldest buildings on campus. maybe use well-maintained instead..
- I would recommend removing Goal #4 and shifting the focus towards enrollment growth.
- there is minimal focus on communicating the changes that are planned to be made.
- how would it enhance learning? Not sure.
- well it sounds good but dorm staff really didn't have a say in the design of the remodeling the student quiet/activity room is reduced to a closet and will not accommodate 3 to 4 students
- The goal could benefit from clearer prioritization and early indicators of success, particularly in the first year. Safety systems should be the main one.
- More details needed

21. Which action strategies under Goal #4 would you prioritize for year 1?

Answer Choices	Responses	
<b>1.1 Strengthen Campus Safety and Emergency Systems</b>	<b>21.21%</b>	<b>7</b>
1.2 Conduct Facilities Audit and Capital Improvement Planning	3.03%	1
1.3 Advance Accessibility and Innovation in Campus Design	9.09%	3
<b>1.4 Strengthen Technology Infrastructure and IT Systems</b>	<b>33.33%</b>	<b>11</b>
<b>1.5 Establish Maintenance, Monitoring, and Sustainability Systems</b>	<b>18.18%</b>	<b>6</b>
<b>1.6 Strengthen Crisis and Operational Communication Systems</b>	<b>15.15%</b>	<b>5</b>

## Strategic Plan Survey Feedback Analysis

### Overall Summary

Overall feedback was generally supportive of the strategic plan draft. Respondents expressed strongest agreement with student-centered language, accessibility, inclusion, accountability, communication, and preparing students for life beyond school. The most common concerns centered on vague terminology, authenticity of some statements, accountability for implementation, and the need for clearer definitions of terms such as language-rich, professional expertise, aligned workforce, and modern environments.

Areas of strongest consensus:

- Student-centered focus
- Accessibility and inclusion
- Accountability and staff consistency
- Communication and outreach
- Safety and technology infrastructure

Areas with the most disagreement:

- Use of “language-rich” versus explicit ASL references
- Use of “professional expertise”
- Use of “empowers” throughout multiple statements
- Whether statements are too broad versus appropriately concise
- Balance between statewide impact and direct student services

### Mission Statement Themes

Most-liked themes (frequently mentioned):

- Empowering students (15+ mentions)
- Accessible and inclusive education (12+ mentions)
- Preparing students to thrive in school and life (10+ mentions)
- Statewide leadership/resources role (8+ mentions)
- Simpler and more modern than current version (8+ mentions)

Recurring concerns:

- “Language-rich” is vague; several suggested explicitly referencing ASL or bilingual education (6–8 mentions)
- “Professional expertise” may overstate current capacity (4–6 mentions)
- Some preferred retaining “student-centered” and/or “environment” from the current mission (4–5 mentions)
- A few respondents felt the statement was generic or not fully reflective of current practice.

Notable disagreement:

- Some preferred the new mission statement, while a smaller group preferred elements of the current mission.

Common improvement ideas:

- Explicit ASL immersion language
- Include residential/community living aspects
- Strengthen focus on collaboration
- Shorten and unify the two sentences

### **Vision Statement Themes**

Most-liked themes:

- Concise and memorable (15+ mentions)
- ACT framework (Achieve, Care, Thrive) (8+ mentions)
- Student-centered focus (6+ mentions)

Recurring concerns:

- “Achieve,” “Care,” and “Thrive” are too broad or undefined (8–10 mentions)
- Statement may be too brief (6–8 mentions)
- Removal of “in an ever-changing world” was questioned by several respondents (4–6 mentions)
- Some felt it lacks what makes MSA unique.

Common improvement ideas:

- Reintroduce changing-world language
- Clarify what achieve/care/thrive mean
- Reference communication, belonging, community, or independence

### **Core Values Themes**

Most-liked themes:

- Student-centered excellence
- Accessibility and language equity
- Belonging and identity
- Family and community partnerships

Recurring concerns:

- Collaboration/Statewide Impact and Family/Community Partnership appear overlapping (5–7 mentions)
- Some statements are lengthy and difficult to remember (4–6 mentions)
- Need stronger focus on severe needs, English access, or inter-campus collaboration (several mentions)
- Some questioned whether all values are consistently demonstrated in practice.

Common suggestions:

- Reorder values to start with students and move outward
- Simplify wording
- Make all value statements structurally consistent
- Emphasize collaboration between campuses

### **Goal 1 Themes: Student Learning**

Most-liked themes:

- Academic excellence and student outcomes
- Rigorous, accessible instruction
- MTSS alignment
- Focus on independence and growth

Recurring concerns:

- Goal may be too broad or aspirational
- “Rigorous” generated mixed reactions
- More emphasis on vocational, career, and life-readiness skills requested
- Need clearer accountability measures and implementation sequencing

Year 1 priorities selected by respondents:

1. Curriculum, Instruction, and Standards Alignment
2. Behavioral, Mental Health, and Student Life Supports (tie)
3. Academic Excellence and Enrollment Growth (tie)

### **Goal 2 Themes: Outreach and Engagement**

Most-liked themes:

- Statewide outreach
- Communication and transparency
- Partnerships with families and districts
- Increased visibility

Recurring concerns:

- Heavy use of jargon
- Need clearer outcomes and metrics
- Need stronger outreach systems and social media accessibility
- Some action steps feel overly ambitious initially

Year 1 priorities:

1. Educational Programming as Foundation for Outreach
2. Statewide Outreach and Access to Services
3. Visibility and Public Awareness

### **Goal 3 Themes: Workforce and Culture**

Most-liked themes:

- Accountability

- Collaboration
- Staff well-being
- Clear expectations

Strongest area of consensus in the entire survey:

- Accountability and staff consistency

Recurring concerns:

- Accountability not consistently enforced
- “Aligned workforce” terminology unclear
- Desire for stronger retention and Deaf/Hard of Hearing expertise strategies
- Questions about implementation and leadership capacity

Year 1 priority:

- Establish Clear Expectations, Accountability, and Staff Consistency (56% of responses)

#### **Goal 4 Themes: Facilities and Operations**

Most-liked themes:

- Safety
- Technology infrastructure
- Accessibility
- Facilities planning

Recurring concerns:

- “Modern environments” is vague
- Concerns about funding and implementation feasibility
- Desire for clearer communication about planned improvements
- Questions about how facilities changes support learning

Year 1 priorities:

1. Technology Infrastructure and IT Systems
2. Campus Safety and Emergency Systems
3. Maintenance, Monitoring, and Sustainability Systems